

Unit Title: The Cricket in Times Square Novel Study

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Unit Context:

This unit is designed for a third grade classroom in a small rural community. Because it was developed for this population, there are addition texts, images, and videos to frontload the setting the help students understand the big city. The majority of the students will be unfamiliar with New York, Times Square, or a subway.

This unit is designed to take approximately 8 weeks.

Unit Rationale:

Traditional novel studies tend to focus more on the content of the novel rather than the skills that good readers need to have in order to understand the underlying meaning of the content. This unit is designed to help students develop the skills that good readers must have in order to understand the deeper meaning of the text.

Traditional novel studies tend to have simple-recall text based questions, multiple choice or short answer assessments. This novel unit shifts the focus from just the content of the novel to using the novel as an instructional tool to master skills that all good readers must acquire.

This unit divides the novel into four sections. Each section concentrates on one main skill. It is designed to have scaffolds throughout that are slowly removed so that students become proficient at the skills. It incorporates modeled instruction, guided practice, partner practice, and finally independent practice. This allows the students ample opportunity to see the skill preformed, practice and finally do on their own. Skills are taught and practiced throughout the unit. In the final section, students are using the skills with little or no support as they gain mastery of the skills.

The unit focuses on four main skills. Asking and answering questions based on the text is introduced in the first section and practiced throughout the unit. Section one's focus is on the characters and how their actions, motivations, and feeling effect the sequence of the text. Section two focuses on determining the meaning of unfamiliar words and phrases through the use of context clues, word structure, and reference materials. Section three focuses on character point of view and distinguishing student's point of view from that of the character. Section four reviews all the skills taught, allowing for extra practice for mastery. Each section has a mini-project that is completed at the end. These mini-projects focus on standards and a focus question that relates to the text of the section. The mini-projects allow the student to explore the content in a different light. It allows them to think deeper about the content and requires them to justify their opinions using evidence.

Using a novel to develop these skills allows students to become more familiar with the characters and how they feel, act, etc. It enables students to see how one action can have an effect on another. It also allows students the chance to refer back to previously read material to answer questions, or figure out motives, helping students to gain a deeper understanding of how characters, events, and setting are all intertwined. It gives third graders a chance to easily transition from picture books to chapter books, helping them develop perseverance and stamina in their reading. Skills that they can use, not only in reading, but in writing as well.

To help prepare students to meet the demands of typing for the SBAC test, this unit has many projects that have incorporated technology to help students practice typing.

Focus Standards being Explicitly Taught and Assessed

Covered throughout unit:

RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (summaries in journals)

W.3.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

SL.3.2 : Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Covered in Section 1:

RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.1a: Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1b: Provide reasons that support the opinion.

W.3.1c: Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.

W.3.1d: Provide a concluding statement or section.

Covered in Section 2:

RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Covered in Section 3:

RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.

W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Covered in Sections 2, 3, and 4:

W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2a: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2b: Develop the topic with facts, definitions, and details.

W.3.2c: Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.

W.3.2d: Provide a concluding statement or section.

Measurable Objectives:

- Students will be able to ask and answer questions referring explicitly to the text.
- Students will be able to use characters' traits, motivations, and feelings to explain how their actions contribute to the sequence of the story.
- Students will create a short opinion presentation by conducting research, stating a claim, and citing evidence from the text. (mini-project section 1 and 4)
- Student will create a short informational/explanatory presentation by stating a claim, conducting research, and citing evidence from the text and personal experience. (mini-project 2 and 3)
- Students will be able to distinguish their point of view from that of the character.
- Students will be able to determine the meaning of words and phrases by using context clues, word structure or reference materials.

Unit Enduring Understandings Addressed:

Characters: Character analysis of traits, feelings, and motivations and how the character's actions affect the sequence of the story.

Point of view: determine the point of view of the character and distinguish their own point of view from that of the character

Text based questions: ask and answer text based questions citing evidence from the text

Determine the meaning of a word or phrase: using context clues, word structure and reference materials

Happiness: Central theme based on essential questions

Honor: Central theme based on essential questions

Unit Essential Questions Addressed

Is the happiness of one, more or less important than that of everyone in the group?
Should you act honorably?

Texts/Resources Recommended

Text and Level of Complexity

The Cricket in Times Square by George Selden Lexile: 780, Guided Reading: S, AR: 4.9

Printed copies of Mr. Smedley's letter pages 102-104 (close read activity)

New York Times Square information article: <http://www.aviewoncities.com/nyc/timesquare.htm>

Informational article on Crickets: www.biokids.umich.edu/critters.Gryllidae

Informational article on house cats: [www.biokids.umich.edu/critters.Felis silvestris](http://www.biokids.umich.edu/critters.Felis_silvestris)

Informational article on mice: [www.biokids.umich.edu/critters.Mus musculus](http://www.biokids.umich.edu/critters.Mus_musculus)

Chinese belief in cricket articles: http://www.ehow.com/about_6566084_crickets-considered-lucky_.html#ixzzqpbzr9Ix

http://insects.about.com/bio/Debbie-Hadley-cricket-china_html#ixzz35908/htm

<http://www.crystalwind.ca/mystica/legends-fables-and-lores/folklore/723-thefolklore-andmythology-surrounding-crickets.html#zqppculw8>

http://www.ehow.com/about_6701979_symbolishm-cricket-china_.html#xzzzqPFWv36u

Scaffolds/Supports for Texts:

- Visual images of setting and vocabulary
- Student are working in jigsaw groups, partner groups, and small groups for various activities
- Teacher will guide the reading of the novel using individual, group, and whole class choral reading
- Images on power point have captions
- Real crickets will be brought in. Cricket sound clip will be used.

Additional Materials Recommended

Background information:

Kids perspective of Times Square article: <http://www.timessquarenyc.org/visitor-tips/times-square-for-kids/index.aspx#.UtV3W55dWE0>

Virtual tour of Times Square: www.virtualnyc.com/movingMap1.php

Virtual tour of Subway: www.youtube.com/watch?V=vozKPz96KIO (9.25-9.47 Times Square/42nd St.)

Cricket sound clip: http://www.youtube.com/watch?feature=player_embedded&v=vozKPz96KIO

Key Vocabulary Terms: Content and Academic

Review: opinion, informative, explanatory, topic, conclusion, main idea, details, summarize (recount)

Explicitly Taught: literal, non-literal, central theme, annotate, claim, evidence

Procedures

Time Frame	Sequenced Activities, including evidence of text-dependent questioning
15 min.	<p>Frontloading:</p> <ul style="list-style-type: none"> Prior to starting the unit, the teacher will need to create a lightly sketched outline of the United State, with Idaho and New York outlined as well. To provide background knowledge of New York, teacher will trace the United States using a colorful marker. Students will identify it as the US, teacher will then trace Idaho, then New York. Teacher explain the mileage of how far apart they are, how long it would take to get there, difference in population, etc. (sample wording attached) Prior to starting the unit, teacher will create (by lightly sketching in pencil) a cityscape of New York's Times Square (above) and the subway (below) by using the GLAD technique, pictorial or input chart. (sketching template attached) The teacher will explain important buildings and landmarks as he/she traces them with marker from the pictorial. Once finished with Times Square, teacher will then explain the subway system while tracing the subway drawing underneath. Teacher will trace a newsstand and the three main characters in the subway. Pictorial will be used as a point of reference throughout the unit to tie in the setting. (sample wording attached)
30 min.	<ul style="list-style-type: none"> Teacher may wish to create an annotation poster prior to this activity. Using the New York Times Square informational article, teacher will explain and model annotating strategies on the first paragraph while thinking aloud the process. Teacher will use the coding text strategy of using a 😊 for information that is interesting and a ? for information they don't understand or want to explore more. Teacher and students will read the 2nd paragraph and practice together the annotating strategy and text coding. They will use highlighters to highlight unfamiliar words. Teacher and students will discuss unfamiliar words. Teacher will use think-alouds to direct students' attention to context clues on how to figure out the meaning of the unfamiliar words. Students will be put into partners. Students will read the 3rd paragraph, annotate and code text. As a group, discuss what was annotated and why. Students will independently read the remainder of the article annotating and coding text. Group discussion will follow.
10-15 min.	<ul style="list-style-type: none"> Students will watch two short virtual tours of New York Times Square and the subway. Discussion on thoughts and wondering will follow.
10 min.	<ul style="list-style-type: none"> Teacher and students will read and discuss a short article written by a child about all the sights in Times Square that are neat for kids. After reading these articles, students will journal write about New York explaining how their hometown is different/same as New York.

4 days	<p>Section 1: Chapters 1-4:</p> <p>Building Knowledge:</p> <ul style="list-style-type: none"> • Teacher will introduce essential questions. Students will create a T-chart on the first page of their journal. On one side of the T-chart students will write one essential question, and the other question on the second side. Students will take notes as they read the novel citing evidence from the text that deals with the essential questions including the page numbers. • Teacher will guide students through the reading of the novel. Throughout section 1, teacher will model and do think-alouds by asking questions based on the text and answering the questions referring explicitly to the text. • Chapter 1: Read chapter as whole group. Teacher will facilitate the discussions. Teacher will model referring to context clues in order to determine meaning of unfamiliar words. Refer back to pictorial, tours and informational articles to help students become familiar with setting. • Discuss character traits of first character, Tucker. On board draw a picture of a mouse. Label Tucker. Do a think-aloud of traits referring to the text for details. Create a 3-column chart with sections for traits, motivations, and feelings. Use the information from text to fill these out. Students will copy Tucker's character analysis in their journal as an example of how to take notes on a character. Throughout the novel, teacher will guide the discussion on how characters actions, feeling, and motivations affect the sequence of the story. Example: how might the story change if Character analysis will be added to as the novel progresses. • Teacher will model a short concise summary of chapter 1 using the 5 finger rule. 5 fingers, 5 main points from the chapter in order. Repeat this for each chapter throughout section 1. (Teacher will determine if summaries are orally done or written in journals. May depend on time available.) • Listen and watch cricket sound video clip at the end of chapter 1. <p>Guided Practice</p> <ul style="list-style-type: none"> • Chapter 2: Read chapter as whole group, using various techniques (choral reading, popcorn reading, small groups reading out loud, etc). Teacher will continue to model asking and answering questions based on the text. Teacher will continue to model referring to context clues to determine meaning of unfamiliar words. • Teacher and students will create a character analysis on Mario, using the same format as Tucker. Students will help generate traits, motivations, and feeling for Mario. Students will copy Mario's character analysis in their journals. Character analysis will be added to as the novel progresses. <p>Student grouping</p> <ul style="list-style-type: none"> • Chapter 3: Read chapter as whole group. Teacher will continue to model asking and answering questions based on the text. Students may be ready to state questions. Teacher will continue to model referring to context clues to determine meaning of unfamiliar words. Students may practice finding evidence with teacher's guidance. • In partners, students will create a character analysis of Chester in their journals. Partners will help generate traits, motivations, and feeling for Chester. When finished, partners will share out with other groups their findings. Students can add to
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2-3 days	<p>character analysis if needed. Character analysis will be added to as the novel progresses.</p> <p>Independent Practice</p> <ul style="list-style-type: none"> • Chapter 4: Read chapter as whole group. Teacher will continue to model asking and answering questions based on the text. Students may be ready to state questions. Teacher will continue to model referring to context clues to determine meaning of unfamiliar words. Students may practice finding evidence with teacher's guidance. • Students will do a character analysis on Harry Cat in their journal. Students must generate traits, motivations, and feeling for Harry Cat independently. Character analysis will be added to as the novel progresses. <p>Text Dependent questions for section 1:</p> <ol style="list-style-type: none"> 1. What does Mario's family do for a living? 2. Mario works to help his family, how do you think he feels about having to work? Use the text to justify your answer. 3. What kind of person is Mama? Use examples from the text. 4. Where did Mario find the cricket? 5. Explain how Chester got to New York. <p>Mini-project section 1: Research (to be completed after section 1: chapters 1-4)</p> <p>Focus question: Could these three animals be friends in the real world?</p> <p>Vocabulary: Opinion, introduction, conclusion, topic sentence, claim, evidence, transition words</p> <p>Materials: Informational articles for mouse, cat, and cricket, note catcher</p> <ul style="list-style-type: none"> • Teacher will pose the focus question. Students write their opinion on the note catcher. Teacher will discuss with students what information they might need to answer this question. Students should come up with habitat, what the animal eats, etc. • Teacher will create six groups (two groups for each animal). Have each group read one article together using annotating strategies. They will discuss it and fill out their note organizer (attached) with the necessary information. Teacher will walk around assisting groups. • When groups have finished note taking, the two groups from the same animal will form one big group. The two groups will share their information with each other adding and editing their information as needed. • Create jigsaw groups. Each jigsaw group will have two students from each expert group. The students will share their information with each other on the animal. Students will complete their note organizer with the information from the experts. • As a whole group, teacher will guide students through the process of writing a topic sentence that includes their opinion. Teacher will explain linking words and phrases to connect their opinion to their evidence. Use the words/phrases: therefore, because, and since. Teacher will model writing an opinion claim and linking it to the evidence using the indicated words. Teacher will guide students through the process of citing evidence from the texts using transition words to justify their opinion. Students will write a short research paper that answers the focus question. The research paper will have a claim, evidence from the research, and a conclusion
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5-6 days	<p>sentence.</p> <ul style="list-style-type: none"> • Students will individually create a short presentation in the form a PowerPoint or poster, citing information on the three animals to support their opinion. • Students will present their findings in front of the class. • Use rubric to score <p>Extensions:</p> <ul style="list-style-type: none"> • Students that create a power point may take the next step to create a screen-cast. • Challenge students may do research to find what three city animals could live the best together. Citing evidence from research. <p>Modifications:</p> <ul style="list-style-type: none"> • The articles are leveled: Cricket: Easy, Mouse: Medium, Cat: Challenging. Groups can be given articles that meet the skill level of the group. • Special Ed and ELL students may be put with a partner and complete the writing with his/her assistance. <p>Section 2: Chapters 5-9</p> <p>Building Knowledge:</p> <ul style="list-style-type: none"> • Before beginning section 2, review characters and summaries from section 1. • Review essential questions and notes, continue taking notes throughout section 2. • Section 2 will focus on determining the meaning of words and phrases. Emphasizing literal and non-literal meaning. Teacher will need to explicitly teach this vocabulary. • Teacher will pose the focus question: Can an object affect your luck? • As a class, define what luck is and write it in the journal. • Lucky items: Have students choose a lucky item (shiny penny, rabbit's foot, 4-leaf clover, etc). They will carry it around with them for the duration of section 2. They will record their observations and experiences daily in their journals. This information will be used for the mini-project at the end of the section. They will be required to try things that they are not normally strong in (shooting a basketball, running a race), to determine if an object can have an effect on luck. <p>Guided Practice</p> <ul style="list-style-type: none"> • Continue asking and answering questions referring explicitly to the text. In section 2, teacher will guide students to ask and answer questions using evidence from the text. • Throughout chapters 5-6, the teacher will pull out words or phrases for students to focus on. Teacher will do think-alouds to help determine the meaning of the word/phrase focusing on context clues and word structure. If there is not enough information to determine meaning, teacher will model how to refer to reference material. • Teacher will ask students how it would affect the meaning of the text if a different word or phrase would have been used. • Teacher will review the method of creating a short concise summary using the 5 finger rule. Teacher will guide students to pull out the five most significant events in the chapters for section 2.
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2-3 days	<p>Student grouping</p> <ul style="list-style-type: none"> Teacher will create A-B partners. Throughout chapter 7-8, the teacher will pull out words or phrases for partner groups to determine the meaning of. Partners will discuss the context clues and word structure, if a meaning cannot be determined from context clues, students may refer to reference material. Class discussion will follow. Students will share out what context clues and word structure they used in order to figure out meaning. <p>Independent practice</p> <ul style="list-style-type: none"> Throughout chapter 9, students will generate words or phrases to discuss during the reading. Individuals will look for context clues and word structure to determine meaning. Class discussion will follow and individuals will share their context clues, word structure, and meanings. Add new character analysis for Sai Fong. Add information to other characters based on section 2. Summarize in journals. <p>Text Dependent questions for section 2:</p> <ol style="list-style-type: none"> Compare the food Chester ate at home to what he gets in the city. What was the present Sai Fong gave Chester for his cage? Write down Mario's fortune from the fortune cookie. How do you think this will affect the story? Why didn't Chester love the pagoda? What did Chester do that was a problem? Why didn't Chester run away? <p>Mini-project section 2: Chinese Belief in Crickets</p> <p>Focus question: Can an object affect your luck?</p> <p>Vocabulary: topic sentence, claim, details, evidence, conclusion, introduction, transition words</p> <p>Materials: Chinese belief articles, note catcher</p> <ul style="list-style-type: none"> In groups, students will recount their lucky object experience from the week. Students will discuss the focus question, decide on a claim, and cite evidence their experience that helps prove their claim. Teacher will review and guide students through the process of developing a topic sentence, details, and citing evidence using transition words and linking words. Students will create a short paper that is based on the focus question, using evidence from their lucky experience. Paper should include a claim, evidence, and conclusion. One lucky experience paper is finished; teacher will create groups of 3 or 4 students. Each group will receive two different articles on why the Chinese believe in crickets. Students will need to find at least four reasons the Chinese believe in crickets. Students will fill out note catcher. Teacher will review the annotation procedure. Students in their groups will read and annotate the article. After students have annotated, groups will fill out their note catcher. Each group will create a presentation of their findings on four reasons the Chinese
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3-4 days	<p>believe in crickets. Groups can create a power point, poster, or written paragraph from the perspective of a cricket. Each individual member will present their experience with the lucky object and their claim on an object's effect on luck.</p> <ul style="list-style-type: none"> • Use rubric to score <p>Extensions:</p> <ul style="list-style-type: none"> • Groups who create power points may choose to do a screen- cast. • Groups may choose to extend their research to other cultures and their belief in lucky objects. <p>Modifications:</p> <ul style="list-style-type: none"> • For Special Ed or ELL students, teacher may have student dictate their experience with the lucky charm and writing down for them. <p>Section 3: Chapter 10-12</p> <p>Building Knowledge:</p> <ul style="list-style-type: none"> • Before beginning section 3, review characters and summaries from section 1 and 2. • Review essential questions and notes, continue taking notes throughout section 3. • Section 3 will focus on point of view. Students will work on determining their own point of view from that of the characters. • Introduce section 3's focus question: Should great talent be shared? Do quick write. • Teacher may choose to continue reading the novel as a whole class, or move to smaller guided groups. <p>Guided Practice:</p> <ul style="list-style-type: none"> • Throughout section 3 teacher and students will focus on character's point of view and their own point of view. • Teacher will do think-alouds on point of view throughout chapter 10. The teacher will state the character's point of view, citing evidence from the text. • Teacher will then explain his/her own point of view on the same subject as the character. Teacher will explain why or why not his/her point of view is the same as the characters, citing evidence from text and personal belief. • For the following chapters teacher will guide students to identify the character's point of view and distinguish their own from that of the character using evidence from the text to support their point of view. <p>Student grouping</p> <ul style="list-style-type: none"> • In section 3, student will be working in partners to ask question based on the text and answer question generated from peers using the text. Teacher will stop the reading of the novel periodically, or at the end of a chapter. Students will be given time to review the reading in partners. Together with their partner, students will create at least one text based question. Students will ask their questions to their peers. Partner groups will refer back to the text to answer the question. Teacher will prompt and assist students in developing text based questions as needed. <p>Independent practice</p> <ul style="list-style-type: none"> • Continue to add to character analyses and summaries for section 3. • Continue to determine meaning of unfamiliar words and phrases by using context
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2-3 days	<p>clues, word structure, and reference materials.</p> <p>Text dependent question for section 3:</p> <ul style="list-style-type: none"> • When did Chester discover his talent? • What evidence proves Chester is talented? • What song did Chester play for Mama? • Why was that song special to her? Use evidence from the book. • Why did Mr. Smedley enjoy Chester's playing so much? <p>Mini-project Section 3: Close read of Mr. Smedley's letter to Times News</p> <p>Focus question: Should great talent be shared?</p> <p>Vocabulary: Letter format, annotate, code text</p> <p>Materials: Printed copies of Mr. Smedley's letter, highlighters, pencils, close read activity WS</p> <ul style="list-style-type: none"> • Each student will receive a copy of Mr. Smedley's letter (end of chapter 12). • Students will read the letter to themselves. They will highlight any unfamiliar words. • Students will code text using ☹️ for information that is interesting and a ? for information they don't understand or want to explore more. • Students will use annotating skills taught in frontloading article at the beginning of unit. (Annotating may need to be reviewed prior to activity.) • After reading the letter, students will write briefly on Mr. Smedley's point of view of Chester. • Students will share their writing with their elbow partner. • Next, teacher will read Mr. Smedley's letter to the class. Students will think about their point of view of Chester. They will write briefly about their point of view of Chester. Students will share their writing with their elbow partner. • Once finished, teacher will project letter on board, and read the letter again. Teacher will do a think-aloud as she/he annotates evidence for Mr. Smedley's point of view on Chester. Teacher will use highlighting and the code text symbols. • Students will reread the letter once more finding evidence to answer the question: What is Mrs. Smedley's point of view on Chester. • Finally, students will use Mr. Smedley's letter, information from section 3 and their own point of view to write about the focus question: Should great talent be shared? Students will share their writing in groups of three. • Activity: Students will discuss their own talents with a group of 3 or 4. Students will write an explanatory letter to the editor of a newspaper explaining what their talent is and how they learned it. Teacher will need to review letter format. • Students will type letter out on computer and print out. Students will share letters in small groups. • Use rubric to score <p>Extensions:</p> <ul style="list-style-type: none"> • Students may choose to do a demonstration speech to show off their talent. <p>Modifications:</p> <ul style="list-style-type: none"> • Special Ed and ELL students may dictate letter to teacher or another student who will write it down.
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<p>3-4 days</p>	<p>Section 4: Chapter 13-15</p> <p>Building Knowledge:</p> <ul style="list-style-type: none"> • Before beginning section 4, review characters and summaries from section 1, 2, and 3. • Section 4 will focus on reviewing and practicing the skills worked on throughout the novel: asking and answering questions, character analysis, summarizing, point of view. <p>Guided Practice:</p> <ul style="list-style-type: none"> • Review essential questions. Review notes taken in journal for each essential question and continue taking notes for section 4. <p>Independent practice</p> <ul style="list-style-type: none"> • Continue to add to character analyses and summaries for section 4. Teacher will guide discussion on how the character's actions, motivations, and feeling affect the sequence of events. Teacher will have students discuss how the story might be different if the character, did something different, felt a different way, etc. • Students will continue to pose words and phrases that they are unfamiliar with. They will use context clues and word structure to determine meaning of words throughout section 4. Students will refer to reference materials if meaning could not be determined with context clues and word structure. • Teacher will stop after each chapter and ask students to independently generate text based questions for their peers to answer citing evidence from the text. • At the end of the novel, students will complete their character analyses of all characters. • At the end of the novel, students will complete their notes on the essential questions. <p>Text based questions for section 4:</p> <ul style="list-style-type: none"> • What were three reasons people began going to the newsstand? • How had the Bellini's fortune changed since Chester was found? • Why was Chester not happy? • What does Chester miss about Connecticut? • What effect did Chester's music have on the audience? • Describe the game of leap that Mario and Chester played.
<p>4-5 days</p>	<p>Culminating activity: Create a class book based on essential questions (opinion paper)</p> <p>Essential questions: Is the happiness of one, more or less important than that of everyone in the group? Should you act honorably?</p> <p>Vocabulary: topic sentence, claim, brainstorming, details, evidence, linking words, conclusion</p> <p>Materials: Essential questions T-Chart with notes, note catcher</p> <ul style="list-style-type: none"> • Students will choose one of the essential questions to complete this project. • Students will state an opinion claim for the essential question. • Students will brainstorm reasons for their claim using the text, the t-chart of notes from text, and personal experience.

	<ul style="list-style-type: none"> • Teacher will review what a claim is and how to link opinion and evidence with transition and linking words. • With teacher's guidance, students will develop a topic sentence for their chosen essential question. • Students will use their brainstorming ideas to develop detailed reasons to justify their opinion using linking words. • Students will provide a conclusion statement for their opinion essay. • Students will draft 1-4 paragraph opinion paper on their chosen essential question. • Teacher will assist/guide students throughout process. Sample format: introduction paragraph, book evidence paragraph, life evidence paragraph, conclusion paragraph. • Students will peer- edit using 3 greats and 1 tip. • Teacher will conduct writing conference with students. • Students will take into consideration editing tips, make appropriate adjustments to draft and write a final publishable copy on the computer. • Students' printed essays will be bound together to create a class book. • Use rubric to score <p>Extension activities:</p> <ul style="list-style-type: none"> • Illustrate their essay • Create a cover for class book • Create table of contents • Create index <p>Modifications:</p> <ul style="list-style-type: none"> • Students who have difficulty writing will dictate story to teacher who will type dictated story. • Students who have difficulty typing may use voice recognition app on iPad.
<p>Multiple Modes of Representation: Text Video Audio of cricket Images Power point used to guide unit</p> <p>Multiple Modes of Expression Multiple ways to complete final mini-projects: Essay power point poster</p> <p>Multiple Means of Engagement Students are given a choice in how to complete most projects Variety of student groupings Student-teacher conferences</p>	

Assessments

Formative:

Group discussions

Journal entries

Section quizzes

Summative

Mini-projects to assess the standards

Rubric/Scoring Guides (Attached)

Mini-project 1 rubric and note catcher

Mini-project 2 rubric and note catcher

Mini-project 3 rubric

Mini-project 4 rubric and note catcher

Frontloading activity
New York sketch words
and sketch template,
New York Times Square
information,
Times Square Kid text

Sample wording for front loading activity with sketch drawing

Describe New York First

New York is a small state located on the other side of the United States. (Show Idaho and indicate the distance to New York) Over 19 million people live in this small state. 1.6 million people live in Idaho and Idaho is bigger than New York. Can you imagine how many people there are? That would be like taking the whole school and cramming them all into this room. New York Times Square is a famous **tourist** attraction in New York City. (may want to interject what a tourist is) Time Square is located in central Manhattan, which is part of New York City. It was named after the New York Times newspaper in 1904. It is filled with **skyscrapers**, and movie theaters, hotels, bright lights, and lots and lots of people. More than 1/3 of a million people (over 334,000) pass through Times Square a day. There are over 8 million people who live in New York City.

Setting:

Our story, *The Cricket in Times Square*, takes place underneath this very busy place, in the subway. In the subway, people who don't have cars can catch a **train** that travels underground and takes them to where they want to go. Has anyone been on the subway? When you get on the subway, you have to buy a ticket and wait for the train on a **platform** that runs alongside where the train will be. Sometimes there is a **newspaper stand** where people sale magazines and newspapers to the people getting off the subway.

This is where our main characters live along with a little boy whose family runs a newspaper stand.

Draw characters and Mario in the newsstand.

Create 2 separate sketches: one of the city scape and one of the map



New York City



Vocabulary
Skyscrapers
Tourists
Characters
Subway:
Train
Platform
Newsstand

Times Square, the most bustling square of New York is known for its many Broadway theatres, cinemas and electronic billboards. It is one of those places that make New York a city that never sleeps.

History

At the end of the 19th century, New York City had expanded up to 42nd street and the area was becoming the center of the city's social scene. In 1904, the New York Times built the Times Tower on 43rd street just off Broadway to replace its downtown premises. The square in front of the building was called Longacre square, but was soon renamed Times Square. The name is now used for the area between 40th and 53rd street and 6th and 9th avenue.



New York Times Headquarters

The inauguration of the New York Times' new headquarters at 1 Times Square was celebrated with a fireworks display, starting a New Year's Eve tradition which still continues today. The first famous ball-lowering from the 1 Times Square's rooftop pole was held on New Year's Eve 1907.

Theater District and Billboards

At the start of the First World War, Times Square was the center of the Theater District and attracted a large number of visitors. This made the square an ideal place for billboards. In 1917 the first large electric display billboard was installed. Eleven years later, the first running electric sign was lit for the first time, to announce Herbert Hoover's victory in the Presidential elections. The billboards have become such a tourist attraction for the area, that the zoning now requires the buildings to be covered with billboards!



Decline

In the thirties, the Great Depression led to a sharp decline in theater attendance. Many businesses had to close down, and they were quickly replaced by strip teases and peep shows. The area continued to attract visitors though and after the Second World War, the Theater District was booming again. At the end of the sixties, the area started to go downhill and by the mid-seventies, tourists avoided Times square, which had become a seedy, crime-ridden and drug-infested place.

Disneyfication

In the 1980s redevelopment proposals were submitted, with little result. This changed a decade later, when the Walt Disney Company opened a Disney store on Times Square. This attracted more family-friendly businesses to the area, leading to a so-called 'Disneyfication'. The area was now - like most of New York City - a lot safer than in the early nineties and Times Square once again became a magnet for tourists and a center of New York's social scene.

Times Square Today

Today Times Square is a constantly buzzing tourist magnet; the square is even one of the most visited places in the world.

For most of its existence Times Square wasn't much more than a large traffic intersection, but it is now being redeveloped into a pedestrian-friendly square with large car-free plazas replacing much of the asphalt. The redevelopment project - dubbed Times Square Transformation - started in 2012 and is expected to be completed in 2016.

Entertainment



Many people come to Times Square for the ambiance and the billboards spectacle, but there are also many restaurants and shops - well over 100 - in the area including some crowd-pullers such as the Disney Store and a large Toys"R"Us. But Times Square is best known for its entertainment, and plenty of visitors come here to attend a Broadway show. Times Square is also home to MTV's headquarters and ABC's 'Good Morning America' is broadcast in front of a live audience from its office at 44th and Broadway.

Paramount Building and Visitors Center



Paramount Building

The most famous building at the square is undoubtedly the iconic Paramount Building. The building was home to the Paramount theater where stars such as Fred Astaire, Bing Crosby and Frank Sinatra performed in their heyday. Unfortunately the theater was demolished and the Paramount building is now merely an office tower. Another former theater, the Embassy Theater, is now the home of Times Square's own visitors center. Here you can get information about events and Broadway shows. There's also a small museum that tells the history of Times Square.

<http://www.aviewoncities.com/nyc/timesquare.htm>

Times Square For Kids

Want to know what to do in Times Square with your kids? Why not ask one! Second Grader Sydney Malawer from PS 59 The Beekman Hill International School, New York wrote this review of Times Square.

Times Square - Go There Now!

Do you want to go somewhere where you can find almost everything you need? Well Times Square is right for you! I go there a lot! You should go there too!

First, they have M&M World where they have every kind, AND color of M&M you want. You can also go on a scale where a machine can tell you what M&M you are! When I went on the scale, my color was hot pink, and the screen that tells you what color you are, also said I was friendly.

They also have Toys 'R Us where you can get every toy you want! They also have a HUGE ferris wheel, so tall, that it goes from the first floor to the third floor! There is even a Barbie house on the third floor and a giant dinosaur!

Outside of Toys 'R Us is the Hershey's store. There, they have every kind of Hershey's chocolate! Reeses, Hershey's bars, Mild Duds, Hershey's Kisses, and so much more! They have every flavor you want! Milk chocolate, dark chocolate, white chocolate, and so much more!

They have restaurants with almost every food you can imagine.

And best of all, the Broadway shows. There will be a show for everyone!

I've been to Times Square, and I loved it. I would say it's much better than Dylan's Candy Bar. I would say it's 5 out of 5 shining stars!

Mini-project 1

Cat, Mouse, Cricket articles, note catcher

Domestic cat *Felis silvestris*

What do they look like?

Wild cats range in weight from an average of 2.7 to 4 kg in females to an average of 4 to 5 kg in males, although the weight of individual cats varies a lot throughout the year. Domestic cats are similar in size, though can become much heavier as a result of over-feeding. Body length is usually 500 to 750 mm and tail length ranges between 210 and 350 mm.

Wildcats are generally grey-brown with bushy tails and a well-defined pattern of black stripes over their entire body. Their fur is short and soft. Their coloration is similar to that of a tabby domestic cat and makes them difficult to see in their forested habitats.

Domestic cats have been selected by humans to display a wide array of body shapes and colors, from hairless forms to long-haired Persians and tail-less Manx cats to very large Maine coon cats. Colors range from black through white, with mixtures of reds, yellows, and browns also occurring.

Where in the world do they live?

Domestic cats are thought to be descended from African wild cats and are found virtually worldwide in association with humans. Wild cats are found throughout continental Europe, southwestern Asia, and the savannah regions of Africa.

What kind of habitat do they need?

African, Asiatic, and European wild cats are generally found in forested and scrubby landscapes, although they can be found in a wide variety of habitats. They are absent from extremely dry regions, such as desert and steppe, and from tropical rainforests and areas where snow depth in the winter is more than 20 cm deep for more than 100 days. They are found in areas where humans live, but usually rural areas where the main form of agriculture is grazing livestock.

Domestic cats occur in many habitat types because of their association with humans. They do best in areas where winters are not severely cold.

How long do they live?

European wildcats live up to 15 years in the wild, though most die before the end of their first year. Domestic cats in a house (not roaming free) also live 15 to 20 years. A few domestic cats have been recorded living up to 30 years.

How do they behave?

Both wild cats and domestic cats are usually active at night or at dusk and dawn. They can be active during the day, especially in areas with little human disturbance. Wild cats often travel widely at night in search prey. One European wild cat was recorded traveling 6 miles in one night!

You may have heard someone say that cats are aloof. This is not surprising, since wild cats primarily live alone. Domestic cats are more social and can occur in small family groups.

Domestic cats that live "in the wild" are also usually solitary. They may form small colonies in areas where food sources are clustered, such as garbage dumps. In this kind of cat groups, female cats typically stay in their area of birth while males leave their area of birth and attempt to establish a home range elsewhere. In areas with concentrations of free-ranging domestic cats a sort of hierarchy is formed. Newcomers must go through a series of fights before their position is established.

How do they communicate with each other?

Cats have scent glands on their foreheads, around their mouths, and near the bases of their tails. A cat rubs these glands against objects to mark them with its scent. Male wild cat mark territories by spraying strong urine on objects throughout their home ranges.

Cats communicate with visual cues, such as raising the hair on their backs, moving their tails, and facial expressions. They also have a variety of sounds that communicate different intents. These include aggressive hisses and yowls, affectionate purring, and a 'be quiet' squeak used to silence kittens.

What do they eat?

The diet of wild or domestic cats is mainly made up of small rodents, such as mice and rats. Other common prey are: moles, shrews, rabbits, and birds. However, these cats will prey on almost any small animal, such as lizards, snakes, and large insects. They are capable of subduing prey that is almost as large as they are. They tend to stay away from prey that have spines, shells, or offensive odors. Occasionally, cats eat grass in order to clear their stomach of indigestible food, like bones, fur, and feathers.

Do they cause problems?

Domestic cats carry a number of diseases that may be transmitted to humans, including rabies, cat-scratch fever, and several parasitic infections. Domestic cats are also responsible for population declines and extinctions of many species of birds and mammals, particularly those restricted to islands. Efforts to control populations of domestic cats that have been introduced to islands cost many thousands of dollars to those governments, and cost us all valuable parts of global biodiversity.

Wild cats generally have little or no negative impact on humans.

How do they interact with us?

Domestic cats are highly valued as pets and as working animals throughout the world. They help to control rodent populations and have been used as animal subjects in behavioral and physiological research.

Wild cats are important members of natural ecosystems. They are instrumental in controlling populations of small mammals throughout their range.

www.biokids.umich.edu/critters/Felis_silverstris/

Crickets

Gryllidae

What do they look like?

Crickets are medium-sized to large insects. Like their relatives the grasshoppers and katydids, they have chewing mouthparts, and their back legs are larger and stronger than the other two pair. They have rounded heads, antennae that are long and thin, and their wings bend down on the sides of their body. Unlike katydids, crickets often look flat, or at least the top of their body is flattened. Most crickets are brown, but some are black and some tree crickets are green with whitish wings. Most male crickets chirp by rubbing their front wings together, their wings have special structures for this. Both males and females have ears, but they are on their legs! They are smooth round structures on their lower legs. Female crickets have a thin round tube on the end of their abdomen that they use to lay their eggs. This structure is called an ovipositor. Female katydids have an ovipositor too, but it is flattened, while the crickets' ovipositor is round.

Where in the world do they live?

Crickets are found all around the world. There are over 120 species in the United States, and at least 14 are found in southeastern Michigan.

What kind of habitat do they need?

Crickets are found on the soil, hiding under dead plants or on live plants. They only occur where there is plant material to eat, and they are most diverse and abundant in humid areas with lots of plants.

How do they grow?

Crickets have incomplete metamorphosis. The young crickets that hatch from eggs look a lot like adults, though they don't have wings. They molt as they grow, and stop growing once they become adults. Only adults have wings. Most cricket species survive the winter in the egg stage, but some survive as nymphs (immature) or adults.

How long do they live?

Most crickets can live for a year or more, but usually can't survive more than one winter.

How do they behave?

Male crickets often choose particular locations to call from so they get the best sound they can. They defend these places from other males. Like all insects, crickets are affected by the temperature. They are more active and chirp faster and louder on a warm night than on a cold one.

How do they communicate with each other?

Crickets communicate mainly by sound, scent, and touch. They can see, but not well. Males sometime have chirping "duels", each one trying to sound better for potential mates. Some small species of crickets don't chirp, and use scent and touch to find each other and communicate.

What do they eat?

Many crickets are omnivores: they eat fruit, nectar, seeds, small insects, some leaves, and will even nibble on dead larger animals.

What eats them and how do they avoid being eaten?

Crickets hide in the daytime, and are very alert to predators. They hop and run fast to get away if they need to.

Do they cause problems?

Crickets can sometimes be an agricultural pest, eating seeds or crops, but this is rare. Once in a while they get in someone's house, and are annoying, but on the whole crickets are not major pests.

How do they interact with us?

Crickets are not too important in economic terms. In some countries they are popular pets, and many people like to hear them chirping at night.

House mice *Mus musculus*

What do they look like?

House mice are from 65 to 95 mm long from the tip of their nose to the end of their body, their tails are 60 to 105 mm long. Their fur ranges in color from light brown to black, and they generally have white or buffy bellies. They have long tails that have very little fur and have circular rows of scales. House mice tend to have longer tails and darker fur when living closely with humans. They range from 12 to 30 g in weight. Many domestic forms of mice have been developed that vary in color from white to black and with spots.

Where in the world do they live?

House mice may originally be from Europe and Asia, from the Mediterranean region to China, but they are now distributed throughout the world by humans and live as a human commensal.

What kind of habitat do they need?

House mice generally live close to humans, in places like houses and barns. Some individuals spend the summer in fields and move into barns and houses with the onset of cool autumn weather. Because house mice take advantage of human shelters and food, they have been able to live in areas like deserts where, without humans, they would not be able to live.

Young mice are cared for in their mother's nest until they reach 21 days old. Soon after this most young mice leave their mother's territory, though young females are more likely to stay nearby.

How long do they live?

If a house mouse is a pet, the average life span is about 2 years, but mutant and calorie-restricted captive individuals have lived for as long as 5 years. Wild-derived captive [house](#) mouse individuals have lived up to 4 years in captivity. In the wild, most mice do not live beyond 12-18 months.

How do they behave?

In the wild, house mice generally live in cracks in rocks or in walls or make underground tunnels. Their homes usually have several "rooms" for nesting and storage, and three or four exits. When living with humans, house mice nest in roofs, in woodpiles, storage areas, or any hidden spot near a source of food. They make their nests from rags, paper, or other soft substances. House mice are generally most active at night, although some are active during the day. House mice are quick runners (up to 8 miles per hour), good climbers, jumpers, and also swim well. Despite this, they rarely travel far from their homes. House mice are generally considered both territorial and colonial when living near humans. Within a group that lives together, there is usually one male with several females and their babies. Among the females, there is a ranking system with one being at the top and the others below her. Family members tend to be kind to each other, but will defend their home against outsiders.

How do they communicate with each other?

House mice have excellent vision and hearing, a keen sense of smell, and use their whiskers to feel air movements and surface textures. House mice often squeak to each other in the nest. They use smells to communicate with each.

What do they eat?

In the wild, house mice eat many kinds of plant matter, including seeds, roots, leaves, and stems. They will also eat insects (beetles, caterpillars, and cockroaches) and meat if it is available. If house mice live near humans, they will eat any human food that is available as well as glue, soap, and other household materials. Many mice will gather and then store their food for later use.

What eats them and how do they avoid being eaten?

House mice are eaten by a wide variety of small predators throughout the world, including cats, foxes, weasels, ferrets, mongooses, large lizards, snakes, hawks, falcons, and owls. House mice try to avoid predation by keeping out of the open and by being fast. They are also capable of reproducing very rapidly, which means that populations can recover quickly from predation.

What roles do they have in the ecosystem?

Where house mice are abundant they can consume huge quantities of grains, making these foods unavailable to other (perhaps native) animals. House mice are also important prey items for many small predators.

Mini-Project 1 Note Catcher

Name_____ Date _____

Focus question: Could the three animals from *The Cricket in Times Square* be friend in the real world?

Claim: _____

Cat	Mouse	Cricket
Size:	Size:	Size:
Food:	Food:	Food:
Behavior:	Behavior:	Behavior:
Other:	Other:	Other:

Mini-project 2

Chinese Belief

articles, note catcher

Cricket Lore – The Chinese Love of Crickets

For over two millennia, the Chinese have been in love with crickets. Visit a Beijing market, and you'll find prize specimens fetching prices that make the average tourist do a double take. A chirping cricket brings good luck and wealth to Chinese families.

In recent decades, the Chinese have revived their ancient sport of cricket fighting. Owners of fighting crickets take the best care of their prizefighters, feeding them precise meals of ground worms and other nutritious grub. Cricket fights are usually staged in late September and October. While the fights themselves are legal entertainment, gambling on cricket fights is strictly forbidden. Crickets are also prized for their voices. In the U.S., a chirping cricket in the basement is deemed an annoyance. For the Chinese, a cricket singing in the home is a sign of good luck and potential wealth. The more crickets invade a family's residence, the wealthier that family will become. So cherished are these insect songsters that they are often housed in beautiful cages made from bamboo, and displayed in the home.

Chinese farmers have relied on crickets to signal the start of the planting season, and celebrated the crickets with poems, fables, and paintings.

<http://insects.about.com/bio/Debbie-hadley-35908.htm>

What Is the Symbolism of the Cricket in China?

By Cheryl Teal, eHow Contributor



The cricket is important in Chinese culture.

The cricket is a member of the orthoptera insect family. This is the same family that similar insects such as katydids, cicadas and grasshoppers belong to. In the United States, we treat crickets with disdain, getting out the bug spray when they chirp. In China, however, cricket chirps are considered music. The cricket is revered and treated with respect there, and it has been this way for more than 2,000 years.

Cricket History in China

Crickets are mentioned in Chinese literature as early as 1000 B.C., an article in the “Shanghai Daily” notes. But until the start of the Tang Dynasty in A.D. 618, crickets were only appreciated for their singing capabilities, writes Jin Xing-Bao of the Shanghai Institute of Entomology. Jin, who wrote a book on cricket culture, says, starting in the Tang Dynasty, the Chinese began keeping crickets in cages in their homes to provide more opportunity to hear them singing. Only male crickets sing.

If you watched Bernardo Bertolucci’s “The Last Emperor,” you saw the importance of crickets to the imperial family. Early in the movie, the young emperor Pu Yi is walking through men kowtowing at a courtyard in the Forbidden City when he hears a cricket chirping. He seeks it out; the man who brought the cricket in quickly gives it to China’s last emperor. At the end of the movie, the citizen Pu Yi returns to the throne he once sat on at the Forbidden City. He reaches under it and finds a caged cricket which he then gives to a little boy who is visiting what today is known as the Palace Museum.

Cricket Symbolism: Agriculture

- In early China, farmers used crickets as a symbol of the growing season. When crickets appeared each year, it was time to plant crops; when they disappeared in the autumn, it was time to harvest, a synopsis of Jim’s book notes.

Cricket Symbolism: Success

- Crickets also are symbolic of success and family size in China. The insects lay hundreds of eggs before dying. Centuries ago, large families were very important to the Chinese, as they were equated with success. To wish someone to have a family like crickets was to wish them success, Jin says.

Cricket Culture: Music

- The Chinese believe the crickets make not noise, but beautiful music. Songs have been written around the chirping sounds made by male crickets, the Asianartmall website says in an article about cricket culture.

Other Cricket Symbolism

- According to the Chinese paintings website, the cricket also symbolizes summer as well as courage and a fighting spirit.

Cricket Culture Today

- Even in the 21st century, the Chinese still revere crickets. They still buy them in little cages so they can take them home and listen to them sing. China’s major cities such as Beijing and Shanghai even have insect markets where crickets can be purchased. Cricket fighting is as popular today in China as it was centuries ago. Crickets perceived to be good fighters can sell for hundreds, maybe even thousands, of dollars.

Read more: http://www.ehow.com/about_6704979_symbolism-cricket-china_.html#ixzz2qPFWv36u

Why Are Crickets Considered to Be Lucky?

By James Chen



A noisy good luck charm.

In Disney's "Mulan," the mainstream audience was introduced to the Chinese concept of crickets as good-luck charms. Cri-kee, the cricket in question, was carried around in a small wooden cage as a traditional charm against misfortune and accidents -- or at least against the misfortunes and accidents of the one carrying him around.

In general, Chinese mythology notes a number of positive characteristics related to the presence of crickets.

Goodwill

- The chirping of crickets is considered calming in Chinese culture, tied intimately to a warm and calm summer night. They provide a sense of comfort and companionship.

Misfortune

- In contrast to the good fortune in a cricket's presence, killing one is considered bad luck in Chinese culture.

Safety

- Due to their sensitivity to predators, singing crickets will silence if something encroaches upon their territory. Thus, they gain the role of watchdogs, alerting a resident of guests or intruders alike by the sudden silence.

Other Cultures

- Many other cultures have adopted crickets into their mythology. Images of crickets were thought to ward off the effects of the "EvilEye," a look that would cause its target harm, among cultures of Europe and the Middle East.

Weather

- The activities of crickets are tied to the quality of the weather - it has been thought, and proven, that the number of chirps a cricket makes over time can be a highly accurate indicator of the current temperature. According to the Old Farmer's Almanac, figuring out the temperature of a warm summer night is as easy as counting the number of chirps in 14 seconds and adding 40 to get the current temperature in Fahrenheit degrees.

This means of measuring the weather, however, only works at temperatures above 55 degrees Fahrenheit, as any colder actively discourages the presence of crickets.

http://www.ehow.com/about_6566084_crickets-considered-lucky_.html#ixzz2qPBzr9Ix

The Folklore and Mythology Surrounding Crickets

Crickets

When it comes to Chinese superstition, the cricket plays a critical role. Through song and story, they have resembled intelligence and good fortune. In fact, if a person were to harm a cricket, it was believed they would have great misfortune. Even today, in parts of eastern Asia, the male cricket will be caged so people can enjoy the song they make.

The Chinese culture is filled with interesting and unique facts, with the cricket being one. Children in China still love catching crickets and placing them in cages. No doubt, this will be a favorite pastime throughout time.

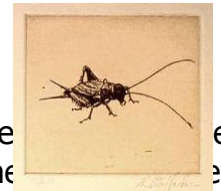


The cricket culture in China dates back 2000 years and encompasses singing and fighting crickets. During the Tang Dynasty from 500 BC to 618 AD, the crickets were respected for their powerful ability to "sing". It was during this time that they started being captured and kept in cages so their songs could be heard all the time. In the Song Dynasty from 960 to 1278 AD, a new sport was developed called "cricket fighting".

This sport became so popular that China actually produced a Cricket Minister, Jia Shi-Dao who reigned from 1213 to 1275. However, he was accused of not managing his responsibilities because he was obsessed with the cricket-fighting cult. Then from 1427 to 1464, a Cricket Emperor, Ming Xuan-Zhong ruled in favor of cricket fighting, making his palace a major tribute to this insect. Literally thousands of crickets were sent to the capital every year to discover their financial fate.

Eventually, even the Chinese farmers would use the cricket to tell them when it was time to start preparing the fields for the spring harvest. This indicator of climate change is called Jing-Zhe, which translates to "Walking of the Insects".

Many famous Chinese songs were written, keeping the sound of the cricket in mind. For example, the autumn words Qiu, which are used in songs, actually take on the shape of crickets that are inscribed on bones or the shell of a tortoise. Even well-known collections of poems and proverbs have been written that show reverence to the cricket.



The combination of singing ability, strength and vitality, and life cycles are what make the cricket a source of appreciation. The fact that crickets lay hundreds of eggs lines up perfectly with the idea that of all the ingredients for life, the one most important for success is to have as many children as possible.

The Folklore and Mythology Surrounding Crickets

Crickets, family Gryllidae (also known as "true crickets"), are insects somewhat related to grasshoppers and more closely related to katydids or bush crickets (order Orthoptera). They have somewhat flattened bodies and long antennae.

Crickets lay their eggs in September. The eggs hatch in the fall and they usually hatch in groups of 2,000.

Crickets are known for their chirp (which only male crickets can do; male wings have ridges or "teeth" that act like a "comb and file" instrument). The left forewing has a thick rib (a modified vein) which bears 50 to 300 "teeth". The chirp is generated by raising their left forewing to a 45 degree angle and rubbing it against the upper hind edge of the right forewing, which has a thick scraper (Berenbaum 1995). This sound producing action is called "stridulation" and the song is species-specific. There are two types of cricket songs: a calling song and a courting song. The calling song attracts females and repels other males, and is fairly loud. The courting song is used when a female cricket is near, and is a very quiet song.

Crickets chirp at different rates depending on their species and the temperature of their environment. Most species chirp at higher rates the higher the temperature is (approx. 60 chirps a minute at 13°C in one common species; each species has its own rate). The relationship between temperature and the rate of chirping is known as Dolbear's Law. In fact, according to this law, it is possible to calculate the temperature in Fahrenheit by adding 39 to the number of chirps produced in 15 seconds by the snowy tree cricket common in the United States.

To hear the call of other crickets, a cricket has ears located on its knees, just below the joint of the front legs.



There are about 900 species of crickets. They tend to be nocturnal and are often confused with grasshoppers, which are related because they have a similar body structure including jumping hind legs.

In 1970, Dr. William H. Cade discovered that the parasitic tachinid fly *Ormia ochracea* is attracted to the song of the male cricket, and uses it to locate the male in order to deposit her larvae on him. It was the first example of a natural enemy that locates its host or prey using the mating signal. Since then, many species of crickets have been found to be carrying the same parasitic fly, or related species.



The Folklore and Mythology Surrounding Crickets

Popular Culture

Crickets are popular pets and are considered good luck in Asia, especially China where they are kept in cages. It is also common to have them as caged pets in some European countries, particularly in the Iberian Peninsula. Cricket fighting as a sports also occurs, particularly in Macao. Miniature cages are made from various materials and today, used as a way of bringing good luck into the home. In ancient days, the cricket cage was used for exactly what it sounds like – holding crickets. The cages are handmade and feature a tiny door that slides open and shut. On the top of the cricket cage is a small hook or eyelet that can be used to hang it for decoration. Although cricket cages do come in various sizes, on average, they measure about 3x4 inches.

The folklore and mythology surrounding crickets is extensive.

The singing of crickets in the folklore of Brazil and elsewhere is sometimes taken to be a sign of impending rain, or of a financial fall. In Brazilian history, the sudden chirping of a cricket heralded the sighting of land for the crew of captain Álvaro Núñez Cabeza de Vaca, just as their water supply had run out. (Lenko and Papavero 1996).

In Caraguatatuba, Brazil, a black cricket in a room is said to portend illness; a gray one money; and a green one hope (Lenko and Papavero 1996). In Alagoas state, northeast Brazil, a cricket announces death, thus it is killed if it chirps in a house (Araújo 1977). In the village of Capueiruçu, Bahia State, a constantly chirping cricket foretells pregnancy, but if it pauses, money is expected (K.L.G. Lima, unpublished data). The mole cricket is said to predict rain when it digs into the ground (Fowler 1994).

In Barbados, a loud cricket means money is coming in; hence, a cricket must not be killed or evicted if it chirps inside a house. However, another type of cricket that is less noisy forebodes illness or death. (Forde 1988) In Zambia, the *Gryllotalpa africanus* cricket is held to bring good fortune to anyone who sees it (Mbata 1999).

Crickets may also be eaten in some cultures, and are popular as live food for carnivorous pets.

In comedy, the sound of crickets may be used to humorously indicate a dead silence when a response or activity is expected. For example, if a comedian in a TV show tells a bad joke, instead of the audience laughing, crickets may chirp.

The Disney corporation has used a number of notable cricket characters in their animated movies through the ages. Most of these characters represent good. For example, in the movie Pinocchio, Jiminy Cricket is honored with the position of the title character's conscience. In Mulan, Cri-kee is carried in a cage as a symbol of luck, as in many Asian countries.

Read more: <http://www.crystalwind.ca/mystica/legends-fables-and-lore/folklore/723-the-folklore-and-mythology-surrounding-crickets.html#ixzz2qPDcu1w8>

Mini-Project 2: Chinese Belief in Crickets

Name _____ Date_____

Use the table to take notes on Chinese beliefs and be sure to cite your evidence.

Belief	Evidence

Mini-project 3

Mr. Smedley's Letter

Close read activity

To the Music Editor of The New York Times and to the People of New York –

Rejoice, Oh New Yorkers -- for a musical miracle has come to pass in our city! This very day, Sunday, August 28th, surely a day which will go down in musical history, it was my pleasure and privilege to be present at the most beautiful recital ever heard in a lifetime devoted to a sublime art. (Music, that is.) Being a musicologist, myself, and having graduated—with honors—from a well-known local school of music, I feel I am qualified to judge such matters, and I say, without hesitation, that never have such strains been heard in New York before!

“But who was the artist?” the eager music lover will ask. “Was it perchance some new singer, just lately arrived from a triumphant tour of the capitals of Europe?”

No, music lovers, it was not!

“Then was it some violinist, who pressed his cheek with love against his darling violin as he played?”

Wrong again, music lovers.

“Could it have been a pianist—with sensitive, long fingers that drew magic sounds from the shining ivory keys?”

Ah, music lovers, you will never guess. It was a cricket! A simple cricket, no longer than half my little finger—which is rather long because I play the piano—but a cricket that is able to chirp operatic, symphonic, and popular music. Am I wrong, then, in describing such an event as a miracle?

And where is this extraordinary performer? Not in Carnegie Hall, music lovers – nor in the Metropolitan Opera House. You will find him in the newsstand run by the Bellini family in the subway station at Times Square. I urge – I implore! – every man, woman, and child who has music in his soul not to miss one of his illustrious—nay, his glorious – concerts!

Enchantedly yours,
Horatio P. Smedley

P.S. I also give piano lessons. For information write to: H.P. Smedley
1578 West 63rd Street
New York, N.Y.

Close Read activity of Mr. Smedley's Letter

Name _____ Date _____

Use Mr. Smedley's letter to answer the following questions.

1. What is Mr. Smedley's point of view in the letter? Use evidence from his letter.

2. What is the mood of the letter? What makes you think this? Use evidence from his letter.

3. Why do you think Mr. Smedley refers to Chester as a miracle? Use evidence from the book.

4. Why did Mr. Smedley put that he gave music lessons at the end of the letter?

5. Use context clues and word structure to explain what the underlined word means in the sentence. Explain what helped you figure it out.

Being a musicologist myself, and having graduated—with honors—from a well-known local school of music, I feel I am qualified to judge such matters. . .

Mini-project 4

Note catcher

Section 4 End of unit project

Name _____ Date _____

Claim:

Evidence from
The Cricket in Times Square

Evidence from
The Cricket in Times Square

Evidence from life

Evidence from life

Sections 1-3 quizzes

The Cricket in Times Square

Section 1 Quiz

Name: _____ Date _____

Answer the following questions in complete sentences. Restate the question. Use evidence from the book to support your answer.

1. What does Mario's family do for a living?

2. Mario works to help his family, how do you think he feels about having to work? Use the text to justify your answer.

3. Where did Mario find the cricket? Use evidence from the book.

4. Explain how Chester got to New York. Use evidence from the book.

The Cricket in Times Square

Section 2 Quiz



Name: _____ Date _____

Answer the following questions in complete sentences. Restate the question and use complete sentences. Use evidence from the book to support your answer.

1. Explain how the food Chester ate at home was different or the same as what he gets in New York.

2. What was the present Sai Fong gave Chester for his cage?

3. Why didn't Chester love the pagoda? Use evidence from the book to support your answer.

4. What did Chester do that was a problem? Use evidence from the book to support your answer.

5. Why didn't Chester run away? Use evidence from the book to support your answer.

The Cricket in Times Square

Section 3 Quiz



Name: _____ Date _____

Answer the following questions in complete sentences. Restate the question and use complete sentences. Use evidence from the book to support your answer.

1. How did Mama Bellini's point of view of Chester change? Why did it change? Use evidence from the book.

2. When did Chester discover his talent?

3. What song did Chester play for Mama?

4. Why was that song special to Mama? Use evidence from the book.

5. Why did Mr. Smedley enjoy Chester's playing so much? Use evidence from the book.
